

Programme 115†.

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(September to December, 1929.
(January to March, 1930, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

FORM I., (A & B).

PUPILS' NAMES.....

Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable stories from *Exodus*, chapters 12-20, 32-36, and *Numbers*, chapters 13 and 14.

Teacher to study Dr. Paterson Smyth's *Exodus* (Sampson Low, 2/-), lessons ix.-xvi, inclusive, in order to bring the passages home to the children, adding comments if necessary.

II. Suitable stories from *St. Luke's Gospel*, chapters 1-7, inclusive.

(Optional) *The Children's Kingdom* (daily readings), by G. Watts and S. F. Perrin (Blackwell, 2/6). *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.). *Side-lights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *Bible Atlas* (S.P.C.K., 1/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren; words and music 3/-, words only, 6d.), or, *The Church and School Hymnal* (S.P.C.K., 3/6; words only, 1/6). Teacher will find useful *Everyday Life in the Holy Land*, by J. Neil (S.P.C.K., 10/6).

† The 115th term of work set since the Parents' Union School began.

Sunday Reading, (optional):

- A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 148-218 (1332-1535). *Abraham Lincoln* (Nelson, 1/6).
- B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-).
† *Chopsticks*, by F. Codrington (S.P.C.K., 2/6), pp. 77-154.

Writing.

- A *New Handwriting** (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card; teacher to study instructions, 6d.).
- A Card 1, lines 3 and 4; card 3, lines 4 and 5, or continue. Two letters to be mastered each lesson. Transcribe from reading books, and write words and short sentences from dictation with cards as models; new words must be visualized beforehand (see *Home Education*, pp. 240-243).
- B Card 3, lines 3 and 4; eight letters from card 10; or continue; one letter to be mastered each lesson. Write, and print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

BEGINNERS.—Right-hand half of card 4 of *The "New Handwriting."*

Tales.

- A *The Pilgrim's Progress** (Oxford Press, 3/6, or, Nelson, 1/6), Part I., from "The Valley of Humiliation" to "The Pillar of Salt." *Tales of Troy and Greece**, by Andrew Lang (Longmans, 5/-), pp. 101-145.
- B Three Fairy Tales: Andersen's *Fairy Tales*, or, Grimm's *Fairy Tales* (both Oxford Press, 3/6), may be used. Three fables: *Æsop's Fables* (Murray, 2/6).

English History.

- A *Our Island Story**, by H. E. Marshall (Jack, 10/6), pp. 168-229 (1199-1347). *Tales from Westminster Abbey*, by Mrs. Frewen Lord (Sampson Low, 1/6), chapter 3 (Sir James Outram) to chapter 4 (end of South Transept).
- B *Our Island Story*, pp. 129-167 (1100-1199).

Geography.

- In every lesson there should be six map questions before reading letterpress, then reading and narration.
- A *Ambleside Geography Books*, Book I.* (Kegan Paul, 2/6), lessons 32-35 inclusive. *Ambleside Geography Books*, Book II.* (Kegan Paul, 3/-), lessons 9-17 inclusive. Philip's *Atlas of Comparative Geography** (3/6). Be able to describe six places connected with recent events. Pace and make plans of front hall and play-ground, or garden.

† Books thus marked come to an end this term.

- B *Ambleside Geography Book I.*, lessons 1-5, inclusive. *The Children's World*, by M. S. (Fountain Press, 2/6); Japan, India, China, Arabia. Be able to describe six places Father and Mother have visited. (1), Describe, (2), make in tray of sand, roads, parks, streets near home.

Natural History.¹

- A & B Keep a Nature Note-Book (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55). Teacher may find useful: *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6). Find and name wild flowers and fruits; watch six animals, birds, etc.
- A † *Nature's Nurseries**, "Eyes and No Eyes Series" (Cassell, 1/3), chapters vii-xii. *Wild Creatures of Garden and Hedgerow*, by Frances Pitt (Constable, 7/6), pp. 142-191, or, (overseas) † *Animal Life in the East**, by Martin Duncan (Milford, 1/-), pp. 54-89.
- B *Plant Life in Field and Garden* ("Eyes and No Eyes Series," Cassell, 1/3), one lesson each week, omitting chapters 8 and 10-13 inclusive. *Tommy Smith again at the Zoo*, by E. Selous (Methuen, 2/9), pp. 54-128.

Picture Study (see *Home Education*, pp. 307-311, for directions).

- A & B Study reproductions of six pictures* by Vermeer (P.N.E.U. Office, 2/- the set): see notes for teachers in the September number of the *Parents' Review*.

French.²

- A & B The work should be oral only.
- A *Cours de Français, Méthode Orale, Premier Livre*, by F. Thémoin (Hachette, 2/-), take eleven "series" each term.
- A *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.). (Optional), A fable from *French Fables in Action*, by V. Partington (Dent, 1/9), children to narrate. *La Vie de Madame Souris* (Dent, 1/-) may be used for a first reading book during the sixth term in I.A.
- B *Le Livre Rouge*, by E. Magee (Blackie, 2/6), one "lesson" each week. Singing games, see under *Singing*.

Number.

If not at the stage indicated, children should start work at the point they have reached in the books set, and should work straight through them.

Some rapid mental work for A and B, each lesson.

- A *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I.* (University of London Press, 10d.), pp. 39-64. Teacher should use Teacher's Book I. (2/-), or, (more easy) Nelson's *Arithmetic Practice**, Part II. (10d.), Term I., p. 1-18. Build up and learn Multiplication Tables 9 and 11 (five minutes' exercise in every lesson). Tables to be worked out in money thus: $9 \times 7 = 63$; 63 pence = 5s. 3d.

¹ Members overseas see special leaflet.

² Schools may substitute the national language.

B Nelson's *Arithmetic Practice*, Part I. (10d.). Term II., pp. 19-29. Build up and learn Multiplication Tables 6 and 12. Sums may be worked with dominoes, beans, etc., at first. Teacher may use *Teacher's Book*: Part I. (1/2).
See also papers by Mrs. W. Stephens in January and July numbers of the *P.R.*

Brushdrawing.

A & B Teacher may consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Paint-box with specially chosen colours, brush and palette (P.N.E.U. Office, 2/6). Children should draw occasionally with brush or chalk from memory. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each) may be used. Box of crayons (4½d.). Pencils should not be much used. Paintings of six wild fruits; six animals that you have been able to watch; scenes from stories taken from Reading books. Make Christmas cards.

Recitations.

A & B Learn 6 verses each from *Exodus*, chapter 32, and from *St. Luke*, chapter 2. Psalm 19. One suitable hymn. Recite a poem (each child may choose a different one). Use one of the following: *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); *The Golden Book of Children's Verse*, arranged by F. Jones (Blackie, 2/6).
A *A Child's Garden of Verses*, by R. L. Stevenson (Longman's, 1/-).
B *Very Young Verses*, by A. A. Milne (Methuen, 2/-).

Reading.

Children should visualize new words every day: see *Home Education*, page 240: see also word drill in the "Beacon Readers."
A Poetry and books used for History, Geography, and Tales. (Upper I.A.): *Stanley** (Nelson, 1/6). *Redskin Wonder-Folk**, by F. B. Kirkman, B.A. (Oxford Press, 6d.).
A & B Children who can read a little may use one or two of the following: *The Beacon Readers*, Books III. (1/2), IV. (1/4), according to directions in *Teacher's Manual* (Ginn, 1/6). *Picture Tales from the Russian*, Books I. to III. (Blackwell, 1/- each). *The Water Carrier's Son* (India) and *The Sunflower Girl* (Japan), (Milford, 3½d. or 6d. each).
B Reading taught as in *Home Education*, using *The Children's Letter Box** (2/6) together with *Dickory Dickory Dock: The Children's Reading Box** (3/6), both prepared by E. R. Tetley (Jackson & Son), or, *The Beacon Readers*, Books I.* (10d.), and II.* (1/-), with *Teacher's Manual* (Ginn, 1/6). *The New Beacon Reading Cards* (10d.) and *Word Builders* (1/6), with the *Introductory Book* (9d.), may be used for beginners.

Holiday and Evening Reading:

A & B † *The Flame Tree*, by R. Baskerville (S.P.C.K., 2/-), pp. 61-113. *Man's Great Adventure*, by Stephen Southwold (Longmans, 2/6), pp. 13-127. *Toad of Toad Hall*, by A. A. Milne (Methuen, 5/-). *In the Beginning*, by Lady Erleigh (Nelson, 2/-).

Music.

A & B (a) *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6), or, (b) use Beringer's *Pianoforte Tutor* (Bosworth, 3/6 complete, or in 2 parts, 2/- each), with (for teacher's own study) *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Musical Appreciation.

A & B Bach. See *Our Work* (August *P.R.*).

Singing.

A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 3/-), lessons 12-15. Two English songs: *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each, complete with music 6/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).
B *The Joyous Book of Singing Games*, by John Hornby (Arnold, 3/6), or, *Songtime*, edited by Percy Dearmer (Curwen, 4/6).
A & B Learn some Christmas hymns and carols: *Christmas Carols*, edited by Sir J. Stainer, First Series (Novello, 1/6), may be used. *Sonnez les Matines* (P.N.E.U. Office, 4/6), or, French singing games from *Chantez mes Enfants*, by Lady Bell (Hachette, 3/6).

Drill.

A & B *Children's Singing Games*, by A. Gomme and Cecil Sharp (Set I., Novello, 1/-). Folk dances: *Scandinavian Dances*, Series II (Ling Association, 11d.). *British Marches for Schools*, by Martin Shaw (Evans, 3/6). Ex-Students take House of Education Drills.
A *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6): take six consecutive Tables.
B *Physical Exercises for Children under Seven* (3d.).
A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

Work.

A & B Help in house or garden: *Practical Gardening for Children*, by O. Marshall (S.P.C.K., 1/6). *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series II., 6-10. Use *The World of Paper*, Toy Book, by Forbicchio (Willis & Co., Vols. II., III., IV., 1/3 each). Make Christmas cards and Christmas presents. Help in a Christmas entertainment for poor children. The

Little Girls' Sewing Book, by Ann Macbeth (R.T.S., 1/6). *Model Railway Buildings*, by H. Mc.Kay (Wells, Gardner Darton, 1/6). *The Play-work Book*, by Ann Macbeth (Methuen, 3/6). Help towards making up a Christmas parcel for a family in a Distressed Area. (An address can be obtained from Ambleside.)

N.B.—Teachers will find valuable help in the teaching of Drawing and all handicrafts in the following: *Applied Art*, by Pedro Lemos (Batsford, 28/-).

GENERAL NOTES.

N.B. 1.—The work lasts for two years (average ages 7 and 8) in Form I.A. In the second year children should read their own books and sometimes write narration. Classes in the second year of I.A might be called "Upper I.A."

N.B. 2.—In home schoolrooms where there are children in A as well as in B, both forms may work together, except in Tales and History, doing the work of A or B as they are able, but more work must be expected from I.A. The work in any one subject must not be selected from A and B.

N.B. 3.—In Arithmetic and French there must be no gaps (see leaflet G). Pupils must go on from where they left off, but they will be handicapped in the future unless they have done the work set for the Form.

N.B. 4.—Each pupil in Upper I.A should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional.

N.B. 5.—For principles and methods of teaching the various subjects see *Home Education* (P.N.E.U. Office, 5/6), and *Parents and Children* (P.N.E.U. Office, 5/-). A record of work should be kept (see leaflet H).

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 8.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 9.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5d. and 3d. each, and Cambridge paper for Examination, 1/- for 4 quires (*not less*) single, double lines (two rulings) and squares; special clipped book post envelopes 3 for 4d. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). P.U.S. hatbands, ties, belts, badges and blazers obtainable at various prices. Prayer and Hymn (1d.).

N.B. 10.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

Examination 115.

M₁

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMHLESDIE.)

Motto: "I am, I can, I ought, I will."

FORM I. (A and B)

PUPILS' NAMES

Bible Lessons.

- I. A & B 1. Tell the story of (a), how the Israelites crossed the Red Sea, *or*, (b), how they were fed with manna in the desert.
2. Tell (a), how Moses sent spies to the Promised Land, *or*, (b), how the Israelites built the Tabernacle.
- II. 1. Tell (a), about the angel appearing to Zacharias, *or*, (b), about the birth of S. John.
2. Tell about (a), the birth of Jesus, *or*, (b), about Jesus in the temple with the doctors.

N.B.—*Stories learned under Recitations should not be given.*

Writing.

- A Write (once only) a line of poetry from memory.
- B Write, or print, (once only), "But I give buns to the elephant when I go down to the Zoo."

Tales.

- A 1. Tell how (a), Christian met with Apollyon, *or*, (b), Christian and Faithful came to Vanity Fair.
2. Tell (a), how Ulysses came to the island of Circe, *or*, (b), how he met Nausicaa.
- B 1. Tell (a), a short fairy story, *or*, (b), one of Æsop's Fables.

English History.

- A 1. Tell about (a), the story of the Great Charter, *or*, (b), Simon de Montfort.
2. Tell about (a), the first Prince of Wales, *or*, (b), the siege of Calais.
3. Tell a story about (a), Lord Shaftesbury, *or*, (b), General Gordon, showing why there is a monument to his memory in Westminster Abbey.
- B 1. Tell the story of (a), King Stephen and Queen Matilda, *or*, (b), Gilbert and Rohesia.
2. Tell a story of (a), Richard Cœur de Lion, *or*, (b), how Blondel found the King.

Geography.

- A 1. Describe a journey from the Bass Rock to the Orkneys.
2. Tell about three of the interesting sights you could see if you spent a holiday in Wales.
3. What sort of things does an airman see when he flies over a country? Draw a rough map of an imaginary country, putting in names.
- B 1. "Why do we never come to the end of the world?" What did learned men find out about the answer?
2. Tell about (a), the Japanese at work and play, *or*, (b), the Chinese and their land.
3. Tell about a place visited by (a), your father and mother, *or*, (b), your teacher.

Natural History. (Children overseas may substitute local animals and plants).

- A 1. Tell about the babies and the nursery of (a), the moorhen, (b), the hedgehog.
2. Tell what you know about "the little gentleman in the black velvet coat." Can you draw one?
- or*, (Overseas.) 2. Tell about "Old Mugger" and one of his relations.
- B 1. Tell some of the things that the Hippopotamus told "Tommy Smith" about himself.
2. Tell about (a), two of the flower "seed-boxes" you have found, *or*, (b), how seeds grow.

Picture Study.

A & B Describe "The Cook," by Vermeer.

N.B.—Another of the set pictures by Vermeer may be described if this has not been studied.

French (oral only).

- A Children to (a), recite a series, (b), make three new sentences, (c), recite a poem.
- B Say six sentences in French.

Number. (All working must be shown.)

(First Year.)

- A 1. On a Christmas tree there are 2 dozen candles, 1 dozen shiny ornaments, a score of crackers, $1\frac{1}{2}$ dozen presents. How many things altogether on the tree?
2. Jim wanted a Meccano set which cost 5/- and only had $3/7\frac{1}{2}$ in his money box. How much more did he need? How long would it take him to earn the money if he could get $\frac{1}{2}$ d. a day?
3. 11 boys are given 8 biscuits each, and 9 girls are given 7 biscuits each. How many biscuits are given away altogether?

(Second Year.)

1. A little girl had a model farm and she wanted to add a cart-shed which cost $2/9$, a chicken-run which cost 30d., a hen and chickens which cost 24 farthings. How much money would she need to save?
2. On a Christmas tree there are 9 bags of sweets and 9 bags of nuts. There are 225 sweets and 153 nuts altogether. How many in each bag?
3. Seven models of Major Segrave's "Golden Arrow" cost £3 2s. 5d. How much does one cost?
- B 1. If you go to school 6 days a week how often is that in 12 weeks?
2. There were 63 presents in a bran-tub at a party, and each of the children there got 3. How many children were there?
3. If you buy a toy railway for $1/2\frac{1}{2}$, a woolly dog for $3/3\frac{1}{2}$, and a silk handkerchief for 2/-, how much will it all cost?

Brushdrawing. (All work to be done with brush and in colour.)

1. Make a picture, giving it a name, for (a), one of the stories (from books set) you have enjoyed, *or*, (b), a Christmas card.
2. Draw (a), some wild fruits, *or*, (b), an animal you have watched.

Recitations.*

Father to choose a hymn, a poem, and two passages from the Bible Lessons.

Reading.*

Father to choose unseen passage.

Music.*

Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 9th. Papers to be posted on Saturday, 14th, *with no other enclosure*. Schools may send in papers up to 21st.

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form I.A, (b) the Regulations as to the number of papers to be sent in by Schools. In Schools: a teacher's P.U.S. Report on *one* child's oral work may be sent up from Form I.B, where it is not possible to arrange for the dictated answers in I.A.

N.B.—Members are asked to state on the *Parents' or Teachers' Report Form (a)*, how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.